

## Ideal Content in Pharmacy Practice

Kanokporn Niwatananun<sup>1\*</sup> and Wararat Nilaward<sup>2</sup>

<sup>1</sup>*Department of Pharmaceutical Care, Faculty of Pharmacy, Chiang Mai University, Chiang Mai, 50200 Thailand*

<sup>2</sup>*Department of Clinical and Social Pharmacy, Faculty of Pharmacy, Srinakharinwirot University, Nakornnayok 26120, Thailand*

\*Corresponding author. E-mail: [kanokpor@pharmacy.cmu.ac.th](mailto:kanokpor@pharmacy.cmu.ac.th)

### ABSTRACT

*The objective of this study was to elicit the opinions of Chiang Mai University (CMU) pharmacy preceptors regarding the ideal content of a pharmacy curriculum in the area of pharmacy practice. A mail survey of 476 preceptors currently practising in pharmacy practice settings was conducted during March 1, 2002 and June 15, 2002. After two follow-up mailings, a total of 342 pharmacists completed and returned questionnaires, yielding a response rate of 71.8%. The items asking about the ideal content had the Cronbach's alpha coefficient of 0.9289. Data were analyzed using descriptive statistics. Most respondents were pharmacy graduates of CMU. The ten topics rated highest for ideal emphasis by the preceptors were "Pharmacy counseling," "Professional values and ethics," "Professional job training," "Pharmacists' roles and functions in pharmaceutical care," "Pharmacotherapy," "Pharmaceutical care for high-risk patients," "Principle of diseases," "Outpatient/Ambulatory care," "Adverse drug reaction monitoring" and "Drug use evaluation." The pharmacy respondents believed that schools of pharmacy should produce pharmacy graduates who possessed good personal and working characteristics as well as professional knowledge and skills. The results from this study could serve as an input for improving the quality of content being taught in the area of pharmacy practice or pharmaceutical care.*

**Key words:** Pharmacy practice, Pharmacy care, Pharmacy curriculum

### INTRODUCTION

Pharmacy profession has undergone a dramatic change from a product-oriented profession to a patient-oriented one. In other words, the profession has moved from a pharmaceutical technology era to a pharmacy practice era. Under the new framework of practice, a pharmacist practitioner takes responsibility for a patient's drug-related needs and is held accountable for this commitment. Preparing pharmacy students to serve society in this capacity requires a different conceptual framework from that used to prepare pharmacists currently in practice. A revised model for pharmacy teaching and learning is needed to meet the challenges of producing graduates who are providers of pharmaceutical care.

Pharmacy schools in Thailand have been responding to this change in practice environment. The curriculum has been revised, and some pharmacy schools are offering a Doctor of Pharmacy (Pharm.D.) program which emphasizes responsibilities and care for patients. Besides continuing revision of Bachelor of Pharmacy (B. Pharm.) curriculum, Faculty of Pharmacy at Chiang Mai University (CMU) has a plan to offer the Pharm.D. program as well, and is in a process of developing the curriculum. Based on a set of assumptions to guide